

**THE CORRELATION BETWEEN EXTEMPORANEOUS SPEECH
AND SPEAKING ABILITY OF SECOND YEAR
STUDENTS AT STATE SENIOR HIGH
SCHOOL 1 BAGAN SINEMBAH
ROKAN HILIR REGENCY**



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PEKANBARU
1433 H/2012 M**

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Thesis

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For Undergraduate Degree in English Education



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Abstrak

Ahmad Hafizon (2012) : “Hubungan antara Extemporaneous Speech dan Kemampuan Berbicara Siswa Kelas Dua SMAN 1 Bagan Sinembah Kabupaten Rokan Hilir”

Berdasarkan KTSP, berbicara adalah salah satu kemampuan dalam menguasai bahasa Inggris yang harus diajarkan dan dipelajari pada tingkat SMA. SMAN 1 Bagan Sinembah merupakan salah satu pengguna kurikulum tersebut sebagai proses belajar mengajar. Setelah melakukan studi pendahuluan di SMAN 1 Bagan Sinembah, sebagian siswa pada kelas dua masih memiliki kelemahan dalam berbicara. Peneliti menginterpretasikan bahwa mereka mempunyai kelemahan tersebut ditunjukkan kurangnya percaya diri dalam mengekspresikan ide-ide mereka dalam bahasa Inggris. Dengan demikian, peneliti tertarik untuk melakukan penelitian dengan judul Hubungan antara Extemporaneous Speech dan Kemampuan Berbicara Siswa Kelas Dua SMAN 1 Bagan Sinembah Kabupaten Rokan Hilir.

Tujuan dari penelitian ini adalah untuk mencari hubungan antara extemporaneous speech dan kemampuan berbicara siswa kelas dua SMAN 1 Bagan Sinembah Kabupaten Rokan Hilir. Subjek dalam penelitian ini adalah siswa SMAN 1 Bagan Sinembah kelas dua.

Jenis penelitian ini adalah penelitian Korelasi. Dalam penelitian ini, total populasi adalah 192 siswa dan sampelnya 58 siswa. Dalam pengumpulan data, peneliti menggunakan tes. Tes yang digunakan adalah tes pidato dan tes presentasi secara oral. Dalam peng analisisan data, peneliti menggunakan formula Pearson Product Moment Correlation dari SPSS 16.

Akhirnya, berdasarkan analisis data dari formula Pearson Product Moment Correlation, H_0 ditolak dan H_a diterima. Maksudnya, ada hubungan yang signifikan antara extemporaneous speech dan kemampuan berbicara siswa kelas dua SMAN 1 Bagan Sinembah Kabupaten Rokan Hilir.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Speaking is an activity used by someone to communicate with other. It takes place every where and has become part of people daily activities. Speaking is not like writing. In speaking, we have to share an idea directly, without thinking for its writing. Nunan says “speaking is harder than reading, writing, and listening for two reasons. First, unlike reading or writing, speaking happens in real time. Second, when you are speaking, you cannot edit and revise what you wish to say, as you can if you are writing.”¹ It means that it is totally natural and there is limited time for planning and editing speech during conversation.

Brown and Yule state in their book. “Speaking is to express the needs—request, information, service, etc.”² The speaker says words to the listener not only to express what in her mind but also to express what she needs. Communication involves at least two people where both sender and receiver need to communicate to exchange information, ideas, opinions, views, or feelings. The activity that the person does primary based on particular goal. So, it is important that everything we want to say is delivered in an effective

¹ David Nunan, *Practical English Language Teaching*. (Sydney. Mc Graw Hill, 2003), p. 48

² Gillian Brown and George Yule, *Teaching the Spoken Language : Approach Based on the Analysis of Conversational English*. (Cambridge University Press, 1989), p. 14.

way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages across.

There are three categories that can be adopted before we speak. They are³:

1. **Impromptu speaking.** This is the style we will have to choose if we are suddenly asked to “say a few words” since we would not have the time to do much preparation, the delivery style would be rather informal.
2. **Extemporaneous speaking.** This style comes with some prior preparation. However this does not mean that we have to be a slave to the notes when the speech is delivered.
3. **Manuscript speaking.** Adopting this style means that the speaker prepares a complete manuscript, right down to the sentence pattern and a detailed study of the audience as well as the speaking situation.

So, from the explanation above. It can be concluded that the speaker is obviously used one of the styles to do conversation based on the situation.

In School Based Curriculum (KTSP), it is clearly stated that one of the objectives of the English subject in Senior High School is developing the ability to communicate in English, either in written or oral form which covers listening, speaking, reading and writing.⁴ SMAN 1 Bagan Sinembah is also one of the schools that uses School Based Curriculum (KTSP) as their

³ Ho Sook Wah. *Interactively Speaking*. (Slangor Darul Ehsan: Malindo Printers SDN BHD. 2006), .88

⁴ Zumakhsin. Yulia Mufarichah. *Progress : A Contextual Approach to Learning English* (Jakarta, 2007), p. vi-ix

guidance in teaching and learning process. In this school, in speaking, the basic competence stated in the syllabus of SMAN 1 Bagan Sinembah for second year is that students will be able to express the information of genre of texts, such as monologue of report, narrative, spoof, hortatory, and analytical exposition.⁵

Based on the writer's preliminary observation at SMAN 1 Bagan Sinembah, English subject has been taught since the first year of English teaching period. It is taught twice in a week with time duration 45 minutes for one hour learning process. In teaching English at the second year of SMAN 1 Bagan Sinembah, the teacher teaches the students by using three past techniques. It means that the teacher gives explanation to the students about the materials and then the teacher asks the students to questions and gives responds. That is done by the teacher continuously.

From the explanation above, ideally the students at the second year of SMAN 1 Bagan Sinembah should be able to speak English well. In short, they have no problem in speaking. Unfortunately the fact has shown that the students are quite difficult to communicate by using English. They are accustomed to using their native language in their daily life than using English. In class, the students get difficulties to use English for communicative objectives even in the simple form or we may find the students who are able to point the answer of the question on a conversation but they

⁵ Lismani. Syllabus of SMAN 1 Bagan Sinembah 2011-2012 (Bagan Sinembah : Unpublished, 2012), p. 13-24

cannot explain their reason in choosing the answer. Ur states that “some problems that may prohibit the students to develop their speaking skill, which is inhibition, lack of ideas to say, low participation, and students’ preference to use their mother tongue language.”⁶ So, the statement above explains that the teacher has to be able to find out a good technique in order that her students become active in the class.

The problems can be seen based on the following phenomena:

1. Some of the students are not able to respond the interlocutor’s point of view.
2. Some of the students are not able to express their ideas in speaking English.
3. Some of the students are difficult to pronounce English well.
4. Some of the students have low participation in the discussion class.
5. Some of the students are not able to make greater eye contact and convince the listener when performing extemporaneous speech.
6. Some of the students are not enthusiastic to generate the extemporaneous speech.
7. Some of the students have low ability in delivering extemporaneous speech.

Based on the description of phenomena, the writer is interested in

⁶ Penny Ur. *A Course in Language Learning: Practice and Theory*. (New York: Cambridge University Press, 1996), p.121.

carrying out a research entitled : *“The Correlation between Extemporaneous Speech and Speaking Ability of Second Year Students at State Senior High School 1 Bagan Sinembah Rokan Hilir Regency.*

B. The Definition of the Terms

To avoid misunderstanding in comprehending the title, it is important for the researcher to explain the terms used in this research.

1. Correlation

Correlation is connection between two things in which one thing changes as the other does⁷. But the correlation as intended by the researcher here, is finding out the relationship between extemporaneous speech and students' speaking ability.

2. Extemporaneous speech

Extemporaneous speech is delivering a speech with little or no preparation.⁸ In this research, extemporaneous speech is a type used by the researcher to score students' speaking ability.

3. Speaking Ability

Speaking ability is a proficiency of using the language orally.⁹ In this research this term means that the way how the students explore their ideas in spoken language.

⁷ Oxford learner's pocket dictionary. (Oxford University Press, 2011), p. 98

⁸ L. Devere Burton. *AGRISCIENCE: Fundamentals and Applications*. (Delmar, Cengage Learning, 2010), p. 110

C. The Problem

1. The Identification of the Problem

Based on the background of the study mentioned above, the identification of the problem of the research is:

- a. Why are some of the students not able to respond the interlocutor's point of view?
- b. Why are some of the students not able to express their ideas in speaking English?
- c. Why are some of the students difficult to pronounce English well?
- d. Why do some of the students have low participation in the discussion class?
- e. Why are some of the students not able to make greater eye contact and convince the listener when performing extemporaneous speech?
- f. Why are some of the students not enthusiastic to generate the extemporaneous speech?
- g. Why do some of the students have low ability in delivering extemporaneous speech?

2. The Limitation of the Problem

Based on the identification of the problem above, the researcher limits the discussing of the problem about, "The students' extemporaneous

⁹ Scott Thornbury. *An A-Z of ELT: A Dictionary of Terms and Concepts used in English Language Teaching*. (Macmillan, 2006), p. 208

speech and their speaking ability at the second year of SMAN 1 Bagan Sinembah Rokan Hilir Regency”.

3. The Formulation of the Problem

The problems of this research can be formulated in these following questions:

- a. How is the students’ extemporaneous speech at the second year of SMAN 1 Bagan Sinembah?
- b. How is the students’ speaking ability at the second year of SMAN 1 Bagan Sinembah?
- c. Is there any significant correlation between the students’ extemporaneous speech and their speaking ability at the second year of SMAN 1 Bagan Sinembah?

D. The Objectives and Significances of the Research

1. The objectives of the research

- a. To find out the students’ extemporaneous speech at the second year of SMAN 1 Bagan Sinembah.
- b. To find out the students’ speaking ability at the second year of SMAN 1 Bagan Sinembah.
- c. To find out whether there is any significant correlation between the students’ extemporaneous speech and their speaking ability at the second year of SMAN 1 Bagan Sinembah.

2. The significances of the research

- a. To increase the researcher's knowledge about the correlation between extemporaneous speech and the students' speaking ability.
- b. To give some input for students of SMAN 1 Bagan Sinembah to improve their speaking ability.
- c. To fulfil one of the requirements to finish the writer's undergraduate study program (S1) at the Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau.

CHAPTER II

REVIEWING OF RELATED LITERATURE

A. Review of Related Theory

1. Nature of Speaking

Speaking is the productive aural/oral skill.¹ It means that the speaker must consider the person they are talking to as listeners. The activity that the person does primary based on particular goal. So, it is important that everything we want to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages across. Flanders says, “the importance of public speaking is demonstrated daily through the words of people in all walks of life: words that help move information from one person to another, words that influence the thinking of others; and words that move people to action.”² Therefore, speaking process should pay attention to willingness and how to say as well as to whom appropriately.

The successful speaking of people can be characterized by talking a lot, participation is even, motivation is high, and language is one of an acceptable levels. There are five basic types of speaking or oral production. They are:³

¹ David Nunan, *Practical English Language Teaching*. (Sydney. Mc Graw Hill, 2003), p. 48

² Cathrine Flanders. *The Challenge of Effective Speaking*. (Wadsworth Publishing Company, inc. 1979), p. 13

³ H. Douglas Brown, *Language Assessment: Principle and Classroom Practice*. (New York: San Francisco State University, 2004), p.141

a. Imitative

It is someone interested only what is labelled by “pronunciation.”

She/he imitates a native speaker’s pronunciation.

b. Intensive

It is someone’s ability to gain the meaning of the conversation based on the context.

c. Responsive

It refers to someone’s comprehension of the short conversation, standard greeting and small talk, simple request and comment, and the like.

d. Interactive

Interaction consists of two forms. They are transactional language, which has the purpose of exchanging specific information and interpersonal exchanges, which have the purpose of maintaining social relationship. It was more complex than responsive.

e. Extensive (monologue)

Extensive oral production includes speech, oral presentation, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out all together.

All of the components which can sign how far students’ speaking proficiency are.

2. Speaking Ability

Students' speaking ability can be seen by their communication orally and their skill in spoken language activities directly. Hasibuan says "to help students develop communicative efficiency in speaking; instructors can use a balanced activities approach that combines language input, structured output, and communicative output."⁴ He also says that "language learners need to recognize that speaking involves three areas of knowledge:

- a. Mechanics (pronunciation, grammar, and vocabulary)
- b. Functions (transaction and interaction)
- c. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants)."

In addition Brown states that there are two kinds of skill that must be mastered on speaking ability⁵:

1. Microskills

- a. Produce chunks of language of different lengths.
- b. Orally produce differences among the English phonemes and allophonic variants.
- c. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.

⁴ Kalayo Hasibuan. *Teaching English as a Foreign Language (TEFL)*. (Alaf Riau Graha UNRI Press. 2007), p. 101-102

⁵ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (Pearson Education Inc, 2007), p. 328

- d. Produce reduced forms of words and phrases.
- e. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- f. Produce fluent speech at different rates of delivery.
- g. Monitor your own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
- h. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralisation), word order, patterns, rules, and elliptical forms.
- i. Produce speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences.
- j. Express a particular meaning in different grammatical forms.

2. Macroskills

- a. Use cohesive devices in spoken discourse.
- b. Accomplish appropriately communicative functions according to situations, participants, and goals.
- c. Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
- d. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

- e. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
- f. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

So, in delivering a message the speaker has to be carefully because delivering aims not only produce sentences but also consider the understanding of the interlocutor's point of view.

3. Teaching Speaking

The mastery of speaking skills in English is a priority for many second or foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficiency. Speaking skill is also one of the aspects that involved in curriculum of language teaching that has to be taught by the teachers. According to Hughes "The purpose of teaching spoken language is to develop students' ability in interacting success of the language is that English and involving comprehension as

well as production.”⁶ In addition Ur states that, there are four characteristics of successful speaking activity:⁷

- a. **Learners talk a lot.** As much as possible of the period of time allotted to the activity is in fact occupied by learner talk.
- b. **Participation is even.** Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.
- c. **Motivation is high.** Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve a task objective.
- d. **Language is of an acceptable level.** Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Beside that, there are some characteristics must be taken into account in the productive generation of speech in that the learner is now the procedure;⁸

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

⁶ Arthur Hughes. *Testing for Language Teacher*. (United Kingdom:Cambridge University, 2003), p. 113

⁷ Penny Ur. *A Course in Language Learning: Practice and Theory*. (New York: Cambridge University Press, 1996), p.120

⁸ H. Douglas Brown, *Op. Cit.* p. 326-327

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. The students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4) Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and correction. Learners can actually be taught how to pause and hesitate.

5) Colloquial language

Make sure your students are reasonably well acquainted with the words; idioms and phrases of colloquial language and that they get practice in producing these forms.

6) Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7) Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation.

The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

Learning to produce waves of language in a vacuum-without interlocutors- would rob speaking skill of its richest component: the creativity of conversational negotiation.

4. The Concept of Extemporaneous Speech

a. The Definition of Extemporaneous Speech

According to Burton extemporaneous speaking is delivering a speech with little or no preparation.⁹ Beside that Sellnow states that extemporaneous speech is speak from a speaking outline that be carefully researched and planned.¹⁰ In addition speaking extemporaneously has a conversational style, which is more formal than everyday conversation but remains spontaneous and relaxed.¹¹ So, based on the opinions above, the researcher concludes that the extemporaneous speech is the speech which is delivered by preparing outlines before speaking.

b. The advantages of extemporaneous speech

⁹ L. Devere Burton. *AGRISCIENCE: Fundamentals and Applications*. (Delmar, Cengage Learning, 2010), p. 110

¹⁰ Deanna D. Sellnow. *Confident Public Speaking*. (Thomson Learning Inc, 2005), p. 289

¹¹ Cindy L. Griffin. *Invitation to Public Speaking Handbook*. (Wadsworth, Cengage Learning, Inc, 2011), p. 286

There are some of the advantages of using this speech:¹²

- 1) The speaker can enthusiasm to generate the speech.
- 2) Allows the speaker to make greater eye contact and convince the listener/audience.
- 3) The speaker will be speaking in his own comfortable style at his own pace.
- 4) Can formulate phrases and sentences as he progress.
- 5) Ebbing and flowing with the audience reaction.
- 6) Can concentrate on persuading the audience to take some action.
- 7) Can easily add more explanation to a point if the audience may not understand, or seems confused.
- 8) Can decide to skip a point if it suddenly seems irrelevant or over skill, or the time is running short.

c. The general procedures of training extemporaneous speech:¹³

- 1) Read through planning outline.
- 2) Prepare the speaking outline.
- 3) Start to practice the speaking outline.
- 4) Timing self to see how the speech fits within the allotted time.
- 5) Record the speech.
- 6) Ask friends or other volunteers to serve as an audience and give feedback.

¹² Hal Hart. *Successful Spokespersons are Made, not Born*. (Blomington, Indiana, 2007), p. 100

¹³ Courtland L. Bovee. *Contemporary Public Speaking*. (The Collegiate Publishing Group, 2003), p. 314

7) Complete a final rehearsal.

d. The standard procedures of extemporaneous speech:¹⁴

- 1) Learn the four purposes of speeches; to inform, to persuade, to entertain, and for special occasions.
- 2) Brainstorm and decide upon a topic that is interesting to both the speaker and the audience.
- 3) Write and outline the body of the speech.
- 4) Translate the speech into simple notes.
- 5) Write an intriguing introduction and conclusion.
- 6) Practice non-verbal cues, such as smiling, eye contact, gesturing, etc.
- 7) Deliver an extemporaneous speech for no more than 5 minutes.

e. The tips for extemporaneous speech

There are several tips for effective extemporaneous speaking:¹⁵

- 1) Don't put things off. Give yourself plenty of time to prepare and rehearse.
- 2) After making your preparation outline, work on a key word speaking outline or note cards that can prompt you to remember your main points and your supporting evidence.

¹⁴ Elizabeth, http://www.class.uidaho.edu/comm101/chapters/delivering_speech/delivering_speech_quiz.htm. (2011), p. 15

¹⁵ Ciella Jaffe. *Public Speaking: Concepts and Skills for a Diverse Society*. (Wadsworth, Cengage Learning, 2010), p. 258

- 3) Break up your speech into sections and work on them separately.
Create note cards for each section and put the cards in your notebook.
- 4) Rehearse using key word cards to see if your key words actually work. If not, change them or add more.
- 5) Memorize the thought pattern, not the exact wording.
- 6) Practice on thing at a time.
- 7) Time yourself and make adjustments.
- 8) Give yourself at least two full rehearsals: one to find the errors, the second to correct them.
- 9) Practice being really good, not just adequate.
- 10) On speech day, review your outline and your notes and go with the confidence that comes from through preparation.

B. The Relevant Research

To avoid the same focus used in the research, then the researcher presents the relevant research, which was done by *Roger C. Aden and Jack Kay*, Roger C. Aden is a Doctoral Candidate in Speech Communication and Jack Kay is both Associate Professor and Department Chair in Speech Communication at the University of Nebraska, Lincoln NE 68588. They conducted the research entitled: *Improving the Educational Value of Extemporaneous Speaking: Refocusing the Question*. In their research, they found that extemporaneous speaking question in argumentative form will not only make the event more

educational for students, it will also make the event more enjoyable for both competitors and judges.

In this research it was found out differentiation with the researcher, because the focus was different. The researcher only wants to know the correlation between extemporaneous speech and speaking ability of the students not the improvement.

C. Operational Concept

In carrying out this research, it is necessary to clarify the variable used in analyzing the data. There are two variables will be used, they are X variable which is extemporaneous speech and Y variable which is the students' speaking ability. Extemporaneous speech is an independent variable and students' ability in speaking is a dependent variable.

1. The indicators of extemporaneous speech (x) are:

- a. The teacher explains the four purposes of speeches; to inform, to persuade, to entertain, and for special occasions.
- b. The teacher prepares some topics from the material discussed.
- c. The teacher assigns a topic each student randomly.
- d. The teacher asks the students to write some outlines that related to their topics.

- e. The teacher asks the students to write an intriguing introduction and conclusion of their topics.
 - f. The teacher asks the students to practice non-verbal cues, such as smiling, eye contact, gesturing, etc when performing their topics.
 - g. The teacher asks each student to perform his/her topic for no more than five minutes.
2. The indicators of students' ability in speaking (y) are as follows:
- a. The students are able to express their accent by using English.
 - b. The students are able to speak English grammatically.
 - c. The students are able to speak English by using proper vocabularies.
 - d. The students are able to speak English fluently.
 - e. The students are able to comprehend English well.

D. Assumption and Hypotheses

1. Assumption

In this research, the researcher assumes that (1) students' ability in speaking is various, and (2) there is significant correlation between extemporaneous speech and the students' speaking ability.

2. Hypotheses

- a. H_0 : there is no significant correlation between extemporaneous speech and speaking ability of the second year students at state senior high school 1 Bagan Sinembah Rokan Hilir Regency.
- b. H_a : there is significant correlation between extemporaneous speech and speaking ability of the second year students at state senior high school 1 Bagan Sinembah Rokan Hilir Regency.

CHAPTER III

THE RESEARCH METHOD

A. The Research Design

The design of this research was correlational research. It was because of the aim of this research was to find out the relationship between two variables (extemporaneous speech and speaking ability). Gay and Airasian state that correlational studies may be designed either to determine whether and how a set of variables are related, or to test hypotheses regarding expected relationships.¹ It was an appropriate way to this research in order to find out the significant correlation between extemporaneous speech and speaking ability of second year students at state senior high school 1 bagan sinembah rokan hilir regency.

In conducting this research, the researcher prepared two tests, one was to measure the students' extemporaneous speech and one other was to know the students' speaking ability.

B. The Location and the Time of the Research

The research was conducted at the second year students of SMAN 1 Bagan Sinembah. The research was done four weeks, started from January to February 2012.

¹ L.R. Gay and Peter Airasian, *Educational Research Competencies For Analysis And Application. Six Ed.* (New Jersey: Prentice-Hall, Inc, 2000), p. 322

C. The Subject and the Object of the Research

Subject of the research was the second year students of SMAN 1 Bagan Sinembah. The object of this research was the students' extemporaneous speech and their speaking ability.

D. The Population and Sample of the Research

The population of this research was the second year students of SMAN 1 Bagan Sinembah in 2012 academic years. There were six classes which consisted of 3 classes for science department and 3 others for social department. The total number of the second year students of SMAN 1 Bagan Sinembah was 192 students.

Table III.1

The Total Population of the Second Year
Students of SMAN 1 Bagan Sinembah 2011-2012

No.	Class	Total
1	XI IPA 1	32
2	XI IPA 2	32
3	XI IPS 1	32
4	XI IPS 2	32
5	XI IPS 3	32
6	XI IPS 4	32
Total		192

The population above was large enough to be all taken as sample of the research. In taking the sample, the researcher used cluster sampling randomly. Cluster sampling randomly selects group, not individuals, all the members of selected groups have similar characteristics.² Based on that opinion, the researcher took only two classes of social department after doing clustering sample randomly; XI IPS¹ and XI IPS². Those were as the sample of the research by numbers 64 students.

² Ibid. P. 129

E. Technique of Collecting Data

1. Test

In order to get the data, the researcher used two tests. First is speech test to measure the students' extemporaneous speech. The second is oral production test in order to know the students' speaking ability.

Table III.2

The specification of the speech test³

No	Speech aspects	The highest score
1	Organization (<i>Introduction, body, conclusion</i>)	4
2	Content (<i>depth of knowledge, logic</i>)	4
3	Fluency	4
4	Language : <i>Pronunciation</i>	4
	<i>Grammar</i>	4
	<i>Vocabulary</i>	4
5	Performance (<i>eye contact, facial expression, gesture</i>)	4
Total		28

³ Departemen Pendidikan Nasional Badan Penelitian dan Pengembangan Pendidikan Nasional Pusat Kurikulum. *Model Penilaian Kelas*. 2005, p. 11-12

Table III.3

Score and Rating

Score	Rating
7-12	1
13-17	2
18-22	3
23-28	4

In giving the students' speaking score, the researcher used Hughes theory, he says that there are some components that should be considered in giving students' speaking score: They are accent, grammatical, vocabulary, fluency, and comprehension.⁴ He describes the rating as follow:

⁴ Arthur Hughes. *Testing for Language Teacher*. (United Kingdom:Cambridge University, 2003), p. 131

a. Accent

Table III.4

Score	Requirement
1	Pronunciation frequently unintelligible.
2	Frequent gross error and a very heavy accent make understanding difficult, require frequently repetition.
3	“foreign accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar of vocabulary.
4	Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding.
5	No conspicuous, mispronunciations, but would not be taken for a native speaker.
6	Native pronunciation, with no trace of “foreign accent”.

b. Grammar

Table III.5

Score	Requirement
1	Grammar almost entirely inaccurate except in stock phrase.
2	Constant errors showing control of view major patterns and frequently preventing communication.
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4	Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding.
5	Few errors, with no patterns of failure.
6	No more than two errors during the interview.

c. Vocabulary

Table III.6

Score	Requirement
1	Vocabulary inadequate for even the simple conversation.
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.).
3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker.

d. Fluency

Table III.7

Score	Requirement
1	Speech is so halting and fragmentary that conversation is virtually impossible.
2	Speech is very slow and uneven except for short or routine sentences.
3	Speech is frequently hesitant and jerky; sentence may be left uncompleted.
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
5	Speech is effortless and smooth, but perceptively non-native in speed and evenness.
6	Speech on all professional and general topics as effortless and smooth as a native speaker's.

e. Comprehension

Table III.8

Score	Requirement
1	Understand too little for the simplest types of conversation.
2	Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
3	Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4	Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
5	Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6	Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

The speaking result was evaluated by concerning five components and each component had score or level. Each component had 20 the highest score and the total of all components was 100. The specification of the test was as follow:

Table III.9The specification of the test⁵

No	Speaking skill	The highest score
1	Accent	20
2	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
	Total	100

Table III.10

Score and Rating

Score	Rating
16-25	0+
26-32	1
33-42	1+
43-52	2
53-62	2+
63-72	3
72-82	3+
83-92	4
93-99	4+

⁵ Ibid., p. 133.

E. Technique of Data Presentation and Analysis

In order to find out whether there was a significant correlation between extemporaneous speech and students' speaking ability, the data were statistically analyzed. In analyzing the data, the researcher used pearson product moment correlation from SPSS 16 version. The product moment correlation is used if the data is continuum, homogen and the regrestion is linear.⁶

If probabilities > 0.05 , H_0 is accepted.

If probabilities < 0.05 , H_0 is rejected.

⁶ Hartono, *Statistik Untuk Penelitian*. (Jogjakarta: Pustaka Pelajar, 2010), p. 77

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Data Presentation

The aim of this research is to obtain the correlation between two variables, namely the students' extemporaneous speech and the students' speaking ability.

In order to get the data in this research, the researcher used two tests. The first score of the independent variable (X) was obtained from the students' extemporaneous speech test and the second score of the dependent variable (Y) was obtained from the students' speaking test. It was done from January 18th to February 12th of 2012.

1. The Procedures in Collecting Data

- a. The students' extemporaneous speech performance was recorded and evaluated by using depdiknas decision. They are organization, content, fluency, language and performance.
- b. The students' speaking performance was recorded and evaluated by using Hughes's theory. They are accent, grammar, vocabulary, fluency and comprehension.
- c. The students' speaking results were evaluated by two raters.
- d. The researcher added the scores from the raters and divided it.

To make clearer, the students' extemporaneous speech test result could be seen on the tables bellow:

TABLE IV.1
THE STUDENTS' SCORE OF EXTEMPORANEOUS SPEECH TEST
IN TERMS OF ORGANIZATION, CONTENT, FLUENCY,
PRONUNCIATION, GRAMMAR, VOCABULARY
AND PERFORMANCE

No	S	Speech Aspects							T
		Organiz	Content	Fluency	Pronun	Grammar	Voc	Perform	
1	S1	40	40	40	40	60	40	40	43
2	S2	40	40	40	50	60	40	40	44
3	S3	40	40	50	40	60	40	40	44
4	S4	40	50	60	60	60	40	50	51
5	S5	40	60	60	40	60	40	60	51
6	S6	40	60	60	40	60	40	60	51
7	S7	40	40	50	40	60	40	40	44
8	S8	40	50	60	60	60	40	50	51
9	S9	40	50	60	50	50	40	50	49
10	S10	40	50	50	50	60	40	50	49
11	S11	40	40	40	40	50	40	40	41
12	S12	40	40	40	40	40	40	40	40
13	S13	40	40	50	40	50	40	40	43
14	S14	40	40	60	50	50	40	40	46
15	S15	40	40	50	40	60	40	40	44
16	S16	50	50	60	50	60	50	50	53
17	S17	40	40	60	50	60	40	40	47
18	S18	40	40	50	40	60	40	40	44
19	S19	40	40	40	40	40	40	40	40
20	S20	40	50	60	40	60	40	50	49
21	S21	40	40	50	40	40	40	40	41
22	S22	40	50	60	50	60	40	50	50
23	S23	40	50	60	60	60	40	50	51
24	S24	40	50	50	50	60	40	50	49
25	S25	40	50	60	50	60	40	50	50
26	S26	40	40	60	50	60	40	40	47
27	S27	40	40	60	50	60	40	40	47
28	S28	40	50	60	40	50	40	50	47
29	S29	50	40	60	60	60	50	40	51
30	S30	40	40	50	40	60	40	40	44
31	S31	40	40	50	40	50	40	40	43
32	S32	40	40	60	60	60	40	40	49
33	S33	40	40	50	40	50	40	40	43
34	S34	40	40	40	40	50	40	40	41
35	S35	40	60	60	50	60	40	60	53
36	S36	40	40	40	40	50	40	40	41
37	S37	40	50	50	40	60	40	50	47
38	S38	40	40	40	40	40	40	40	40
39	S39	40	60	60	50	60	40	60	53
40	S40	40	40	60	60	60	40	40	49
41	S41	40	40	60	60	60	40	40	49
42	S42	40	40	50	50	60	40	40	46
43	S43	40	40	40	40	40	40	40	40
44	S44	40	40	50	40	50	40	40	43
45	S45	40	40	60	60	60	40	40	49

46	S46	40	40	40	40	60	40	40	43
47	S47	40	40	50	40	60	40	40	44
48	S48	40	50	50	40	60	40	50	47
49	S49	40	40	50	40	60	40	40	44
50	S50	40	60	50	40	60	40	60	50
51	S51	40	60	60	40	60	40	60	51
52	S52	50	60	60	50	60	50	60	56
53	S53	40	40	40	50	60	40	40	44
54	S54	40	40	50	40	60	40	40	44
55	S55	40	60	50	40	60	40	60	50
56	S56	40	60	60	40	60	40	60	51
57	S57	50	60	50	50	60	50	60	54
58	S58	40	60	50	40	60	40	60	50
MEAN		41	46	52	46	57	41	46	46.81

Based on the table of extemporaneous speech above, it could be seen that the students' extemporaneous speech in each component was various proven by each mean of each component; organization, content, fluency, pronunciation, grammar, vocabulary and performance. Among the seven components that had been mentioned, the lowest mean score were organization and vocabulary; 41 and the highest mean score was grammar; 57 while students' content was 46, fluency was 52, pronunciation was 46 and performance also was 46. So these indicated that the students had low ability in using those components that had important role in speech English. However, the total of mean score of students' extemporaneous speech was 46.81.

TABLE IV.2
THE DESCRIPTION OF FREQUENCY OF STUDENTS'
EXTEMPORANEOUS SPEECH

Extemporaneous Speech					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	4	6.9	6.9	6.9
	41	4	6.9	6.9	13.8
	43	6	10.3	10.3	24.1
	44	10	17.2	17.2	41.4
	46	2	3.4	3.4	44.8
	47	6	10.3	10.3	55.2
	49	8	13.8	13.8	69.0
	50	5	8.6	8.6	77.6
	51	8	13.8	13.8	91.4
	53	3	5.2	5.2	96.6
	54	1	1.7	1.7	98.3
	56	1	1.7	1.7	100.0
	Total	58	100.0	100.0	

Referring to the table above, it showed that there were 4 students obtained score 40 (6.9%), 4 students obtained 41 (6.9%), 6 students obtained 43 (10.3%), 10 students obtained 44 (17.2%), 2 students obtained 46 (3.4%), 6 students obtained 47 (10.3%), 8 students obtained 49 (13.8%), 5 students obtained 50 (8.6%), 8 students obtained 51 (13.8%), 3 students obtained 53 (5.2%), 1 student obtained 54 (1.7%) and 1 student obtained 56 (1.7%).

Based on the table above, it could be seen that the total number of the students was 58 students. The highest score was 56 and the lowest score was

40. The highest frequency was 10 at the score of 44. While, the statistics of result of this data was on the following table:

**TABLE IV.3
STATISTICS**

Statistics		
Speech		
N	Valid	58
	Missing	0
Mean		46.81
Std. Error of Mean		.541
Median		47.00
Mode		44
Std. Deviation		4.123
Variance		16.998
Range		16
Minimum		40
Maximum		56
Sum		2715

Based on the table above, it could be seen that the total of students was 58, mean score of extemporaneous speech was 46.81, standard error of mean was 0.541, median was 47.00, mode was 44, standard deviation was 4.123, variance was 16.998, range was 16, minimum was 40, maximum was 56 and sum was 2715.

TABLE IV.4
The Classification of Students' Score of
Extemporaneous Speech

No	Category	Score	Frequency
1	Very competent	79-100	-
2	Competent	56-78	1
3	Less Competent	33-55	57
4	Not Competent	16-32	-
Total			58

Based on the table above, it could be seen that the classifications of the students' score: the category number 1 showed 0 frequency, the category number 2 showed 1, the category number 3 showed 57 and the category number 4 showed 0. Thus, the majority of the students' extemporaneous speech could be classified **Less Competent**.

While the students' speaking test result could be seen on the table bellow:

TABLE IV.5
THE STUDENTS' SCORE OF SPEAKING TEST IN TERMS OF
ACCENT, GRAMMAR, VOCABULARY, FLUENCY AND
COMPREHENSION

No	S	Speaking Skills					T
		Accent	Grammar	Voc	Fluency	Comp	
1	S1	40	40	60	40	40	44
2	S2	40	40	60	50	40	46
3	S3	40	40	60	40	50	46
4	S4	40	50	60	60	60	54
5	S5	40	60	60	40	60	52
6	S6	40	60	60	40	60	52
7	S7	40	40	60	40	50	46
8	S8	40	50	60	60	60	54
9	S9	40	50	50	50	60	50
10	S10	40	50	60	50	50	50
11	S11	40	40	50	40	40	42
12	S12	40	40	40	40	40	40
13	S13	40	40	50	40	50	44
14	S14	40	40	50	50	60	48
15	S15	40	40	60	40	50	46
16	S16	50	50	60	50	60	54
17	S17	40	40	60	50	60	50
18	S18	40	40	60	40	50	46
19	S19	40	40	40	40	40	40
20	S20	40	50	60	40	60	50
21	S21	40	40	40	40	50	42
22	S22	40	50	60	50	60	52
23	S23	40	50	60	60	60	54
24	S24	40	50	60	50	50	50
25	S25	40	50	60	50	60	52
26	S26	40	40	60	50	60	50
27	S27	40	40	60	50	60	50
28	S28	40	50	50	40	60	48
29	S29	50	40	60	60	60	54
30	S30	40	40	60	40	50	46
31	S31	40	40	50	40	50	44
32	S32	40	40	60	60	60	52
33	S33	40	40	50	40	50	44
34	S34	40	40	50	40	40	42
35	S35	40	60	60	50	60	54
36	S36	40	40	50	40	40	42
37	S37	40	50	60	40	50	48
38	S38	40	40	40	40	40	42
39	S39	40	60	60	50	60	54
40	S40	40	40	60	60	60	52
41	S41	40	40	60	60	60	52
42	S42	40	40	60	50	50	48
43	S43	40	40	40	40	40	40

44	S44	40	40	50	40	50	44
45	S45	40	40	60	60	60	52
46	S46	40	40	60	40	40	44
47	S47	40	40	60	40	50	46
48	S48	40	50	60	40	50	48
49	S49	40	40	60	40	50	46
50	S50	40	60	60	40	50	50
51	S51	40	60	60	40	60	52
52	S52	50	60	60	50	60	56
53	S53	40	40	60	50	40	46
54	S54	40	40	60	40	50	46
55	S55	40	60	60	40	50	50
56	S56	40	60	60	40	60	52
57	S57	50	60	60	50	50	54
58	S58	40	60	60	40	50	50
MEAN		41	46	57	46	52	48.31

Based on the table of speaking components of students' speaking ability above, it could be seen that the students' speaking ability in each component was various proven by each mean of each component; accent, grammar, vocabulary, fluency and comprehension. Among the five components that had been mentioned, the lowest mean score was accent; 41 and the highest mean score was vocabulary; 57, while students' grammar was 46, fluency was 46 and comprehension was 52. So these indicated that the students had low ability in using those components that had important role in spoken English. However the total of mean score of students' speaking ability at was 48.31.

TABLE IV.6
THE DESCRIPTION OF FREQUENCY OF STUDENTS'
SPEAKING ABILITY

Speaking Ability					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	3	5.2	5.2	5.2
	42	5	8.6	8.6	13.8
	44	6	10.3	10.3	24.1
	46	10	17.2	17.2	41.4
	48	5	8.6	8.6	50.0
	50	10	17.2	17.2	67.2
	52	10	17.2	17.2	84.5
	54	8	13.8	13.8	98.3
	56	1	1.7	1.7	100.0
	Total	58	100.0	100.0	

Based on the table above, it could be seen that there was 3 students obtained 40 (5.2%), 5 students obtained 42 (8.6%), 6 students obtained 44 (10.3%), 10 students obtained 46 (17.2%), 5 students obtained 48 (8.6%), 10 students obtained 50 (17.2%), 10 students obtained 52 (17.2%), 8 students obtained 54 (13.8%) and 1 student obtained 56 (1.7%).

Based on the table above also, it could be seen that the total number of students was 58 students. The highest score was 56, and the lowest score was 40. The highest frequency were 10 at score of 46, 50 and 52. While the statistics of result of this data was on the following table:

TABLE IV.7
STATISTICS

Statistics		
Speaking		
N	Valid	58
	Missing	0
Mean		48.31
Std. Error of Mean		.565
Median		49.00
Mode		46 ^a
Std. Deviation		4.301
Variance		18.498
Range		16
Minimum		40
Maximum		56
Sum		2802

Based on the table above, it could be seen that the total of students was 58, mean score of speaking ability was 48.31, standard error of mean was 0.565, median was 49.00, mode was 46, standard deviation was 4.301, variance was 18.498, range was 16, minimum was 40, maximum was 56 and sum was 2802.

TABLE IV.8
The Classification of Students' Score of
Speaking Ability

No	Category	Score	Frequency
1	Very Good	80-100	-
2	Good	66-79	-
3	Enough	56-65	1
4	Less	40-55	57
5	Fail	30-39	-
Total			58

Based on the table above, it could be seen that the classifications of the students' score: the category number 1 and 2 showed 0 frequency, the category number 3 showed 1 frequency, the category number 4 showed 57 frequencies and the category number 5 0 frequency. Thus, the majority of the students' speaking ability could be classified **Less Category**.

B. The Reliability and the Validity of the Test

The test that used for testing students' extemporaneous speech and their speaking ability had to have reliability and validity. According to Gay, reliability is the degree to which a test consistently measures whatever it is measuring.¹ It is reflected in the obtaining how far the test or instrument test that enable to measure the same subject on different occasions that indicating the similar result. In short, the characteristic of reliability is sometimes termed consistency. In this research, to know the reliability of the speech and speaking test, the researcher used inter rater reliability, because the researcher has two raters in order to score the students' speech and speaking ability. Gay says that inter judge reliability can be obtained by having two (more) judges independently score to be compared to the score of both judges. Then the scores of the rater 1 correlated with the scores of the rater 2.

To know the validity of the test, the researcher used content validity. Referring to Bambang, if a measurement is as the representative of the ideas or the appropriate material that will be measured called content validity.² It means the test had fulfilled the validity of the content. In other word, the materials of the test had been taught at the second year of SMAN 1 Bagan Sinembah. It was familiar materials and near to the students' daily life. It was appropriate to the students' knowledge, insight and experience. Moreover, the materials took from the book guide for the students and other related resources. Here the researcher prepared some topics based on the topics

¹ Op.cit. L.R. Gay. P. 169

² Ag. Bambang Setiyadi. *Metode Penelitian Pengajaran Bahasa Asing; Pendekatan Kuantitatif dan Kualitatif*. Edisi Pertama. Yogyakarta: Graha Ilmu.2006. P.23

discussed at the time. The topic would be chosen randomly by students and they presented it in front of class. The voice of the students was recorded.

C. The Data Analysis

The data analysis presented the statistical result followed by the discussion about the correlation between extemporaneous speech and speaking ability of second year students at state senior high school 1 bagan sinembah rokan hilir regency. In analyzing the data, the researcher used pearson product moment correlation from SPSS 16 version.

To make clearer, the result of the analysis could be seen on the table bellow:

TABLE IV.9
GROUP STATISTICS

Descriptive Statistics			
	Mean	Std. Deviation	N
Speech	46.81	4.123	58
Speaking	48.31	4.301	58

Based on the table above, it could be seen that the mean score of extemporaneous speech was 46.81, standard deviation was 4.123 and the total of students was 58. While the mean score of speaking ability was 48.31, standard deviation was 4.301 and the total of students was 58.

TABLE IV.10
PEARSON PRODUCT MOMENT CORRELATION

Correlations		Speech	Speaking
Speech	Pearson Correlation	1	.975**
	Sig. (2-tailed)		.000
	N	58	58
Speaking	Pearson Correlation	.975**	1
	Sig. (2-tailed)	.000	
	N	58	58

** . Correlation is significant at the 0.01 level (2-tailed).

Based the output of pearson correlation analysis above. It could be seen that r calculation was 0.975 bigger than 0.250 at level 5% and 0.325 at level 1% with $df=58-2=56$. Because df 56 was not found from the r table, so the researcher took df 60. Thus H_0 was rejected and H_a was accepted. Furthermore, it also could be seen that the score of probablities or sig. (2-tiled) was 0.000 smaller than 0.05. It means that there was a significant correlation between extemporaneous speech and speaking ability of second year students at state senior high school 1 Bagan Sinembah Rokan Hilir Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Research Conclusion

Referring on the data analyzes and data presentation explained at the chapter IV, finally the researcher concluded that the answer of the formulation of the problem:

1. The majority of the students' Extemporaneous Speech could be classified Less Competent.
2. The majority of the students' Speaking Ability could be classified Less Category.
3. Based on the analysis of Pearson product moment correlation formula, H_0 was rejected and H_a was accepted It means that there was a significant correlation between Extemporaneous Speech and Speaking Ability of Second Year Students at State Senior High School 1 Bagan Sinembah Rokan Hilir Regency.

B. Suggestion

Pertaining to the research finding, the researcher would like to give some suggestion to the teacher, students and the readers. From the conclusion of the research above, it was found out that extemporaneous speech had significant correlation toward students' speaking ability.

To students:

1. The students should have more efforts and try to speak English more and never shy in practicing it.
2. The students should have high self-confidence. They should not be afraid of doing mistakes in speaking because they can learn from their mistakes.
3. The students must prepare themselves before speaking English.
4. The students should be active in the class and always ask their teacher when the materials given are not understood.

To teachers:

1. The teacher should have many things to manage and make students feel interested in the class.
2. The teacher should give more explanation about the component of English and give motivation for students in order that the students are able to express their ideas when speaking English.

To all readers

1. The result of this research shows that extemporaneous speech is not the only factor that influences the students' speaking ability. There are still other factors which affects the students' ability such as the students' motivation, self-confidence, the frequency of practice etc. Therefore, further research which takes those factors into consideration should be conducted.

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